

## LESSLIE ELEMENTARY

250 Neely Store Road  
Rock Hill, SC 29341

**GRADES** K-5 Elementary School

**ENROLLMENT** 526 Students

**PRINCIPAL** Jim Heffner 803-981-1910

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Mr. Bob Norwood 803-981-1000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	53	4	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

# **PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Average	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

## **DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## **PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

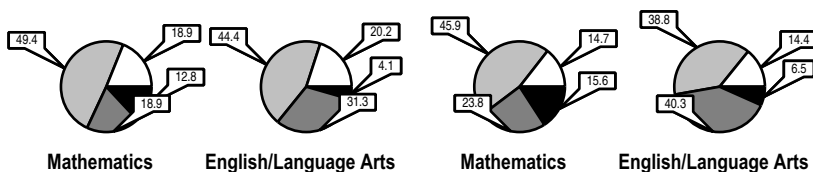
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%





## **PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**

**Our School**

**Elementary Schools with Students like Ours**



## **Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	255	99.6	19.8	44.6	31.4	4.1	51.7	Yes	Yes
<b>Gender</b>									
Male	141	99.3	26.3	43.6	25.6	4.5	45.1		
Female	114	100.0	11.9	45.9	38.5	3.7	59.6		
<b>Racial/Ethnic Group</b>									
White	185	100.0	12.4	44.6	37.3	5.6	60.5	Yes	Yes
African-American	56	98.2	38.5	46.2	15.4	0.0	30.8	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	225	99.6	15.5	46.0	33.8	4.7	55.4		
Disabled	30	100.0	51.7	34.5	13.8	0.0	24.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	255	99.6	19.8	44.6	31.4	4.1	51.7		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	99.6	18.8	44.9	32.1	4.3	53.0		
<b>Socio-Economic Status</b>									
Subsidized meals	115	99.1	31.7	49.0	18.3	1.0	31.7	Yes	Yes
Full-pay meals	140	100.0	10.9	41.3	41.3	6.5	66.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	255	100.0	18.9	49.4	18.9	12.8	47.3	Yes	Yes
<b>Gender</b>									
Male	141	100.0	20.1	47.8	20.1	11.9	43.3		
Female	114	100.0	17.4	51.4	17.4	13.8	52.3		
<b>Racial/Ethnic Group</b>									
White	185	100.0	13.6	47.5	23.2	15.8	57.1	Yes	Yes
African-American	56	100.0	35.8	50.9	7.5	5.7	24.5	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	225	100.0	15.9	50.0	19.6	14.5	51.9		
Disabled	30	100.0	41.4	44.8	13.8	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	255	100.0	18.9	49.4	18.9	12.8	47.3		
<b>English Proficiency</b>									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	100.0	18.3	49.4	19.1	13.2	48.5		
<b>Socio-Economic Status</b>									
Subsidized meals	115	100.0	28.6	53.3	12.4	5.7	32.4	Yes	Yes
Full-pay meals	140	100.0	11.6	46.4	23.9	18.1	58.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	93	100.0	16.5	30.6	45.9	7.1	52.9
	<b>Grade 4</b>	75	100.0	26.9	41.8	29.9	1.5	31.3
	<b>Grade 5</b>	78	98.7	29.0	49.3	21.7	N/A	21.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	85	100.0	25.0	26.2	38.1	10.7	48.8
	<b>Grade 4</b>	92	98.9	13.6	51.1	34.1	1.1	35.2
	<b>Grade 5</b>	78	100.0	24.7	61.0	14.3	N/A	14.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	93	100.0	9.4	51.8	20.0	18.8	38.8
	<b>Grade 4</b>	75	100.0	22.4	49.3	19.4	9.0	28.4
	<b>Grade 5</b>	78	100.0	20.0	48.6	22.9	8.6	31.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	85	100.0	16.7	54.8	21.4	7.1	28.6
	<b>Grade 4</b>	92	100.0	18.0	39.3	23.6	19.1	42.7
	<b>Grade 5</b>	78	100.0	24.7	54.5	10.4	10.4	20.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**
**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 526)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Up from 1.4%	2.6%	2.7%
Attendance rate	96.1%	Down from 96.2%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		2.9%	3.5%
Eligible for gifted and talented	6.4%	Down from 12.5%	21.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Up from 7.6%	7.8%	8.2%
Older than usual for grade	0.6%	Down from 0.8%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	48.6%	Down from 53.3%	54.6%	51.4%
Continuing contract teachers	91.4%	Down from 93.3%	90.1%	87.5%
Highly qualified teachers**	89.3%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 86.9%	88.6%	86.7%
Teacher attendance rate	96.3%	N/R	95.1%	94.9%
Average teacher salary	\$43,255	Up 1.1%	\$41,885	\$40,760
Prof. development days/teacher	6.5 days	Up from 6.1 days	11.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.5 to 1	20.1 to 1	18.9 to 1
Prime instructional time	91.5%	N/R	90.6%	90.0%
Dollars spent per pupil*	\$5,405	Down 2.9%	\$5,740	\$6,044
Percent of expenditures for teacher salaries*	73.7%	Down from 75.9%	66.1%	65.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.1%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lesslie Elementary School is located in a rural area and we serve 538 students in kindergarten through fifth grade. Our primary academic focus is on literacy. The Lesslie school community and PTO raised \$10,000 for books to update the media center. Over \$22,000 was raised to purchase leveled books for our literacy closet.

All of our teachers and instructional assistants have been trained in Reading Recovery teaching strategies. Our special area teachers have a 50-minute block of time each day to work with first and second grade students in language arts instruction and we hired tutors to work with struggling readers during the school day.

Students were also able to participate in the early morning computer lab tutorials and the after-school enrichment clubs.

Our school participated in a curriculum calibration study and we were pleased to affirm that the work being given to students matched grade level standards and the work was producing a high level of student engagement. Lesslie students met federal Adequate Yearly Progress criteria and our PACT scores indicated all of our student sub-groups are achieving academically.

The School Improvement Council met monthly and they provided many suggestions and ideas to improve the school environment. They also surveyed students to gain insight on what was important to them. Our PTO sponsored carnivals, book fairs, and a parent/student read-in. They have provided thousands of dollars to help support our instructional program. The PTO also sent seven teachers to the Literacy Conference.

Lesslie community volunteers logged over 13,000 hours this year. Our success would not be possible without the tremendous support of the SIC, PTO, and parents. Thanks to the efforts of our entire school community, Lesslie Elementary has been designated a Site of Promise by America's Promise-The Alliance for Youth.

We look forward to continuing the tradition of excellence at Lesslie Elementary.

Jim Heffner, Principal

Kim Willaby, School Improvement Council President

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	78	61
Percent satisfied with learning environment	88.9%	77.9%	94.9%
Percent satisfied with social and physical environment	88.9%	74.4%	91.5%
Percent satisfied with home-school relations	94.3%	85.9%	76.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.